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Vol. VII.

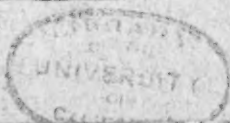
OCTOBER, 1911

No. 8

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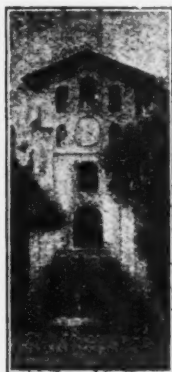
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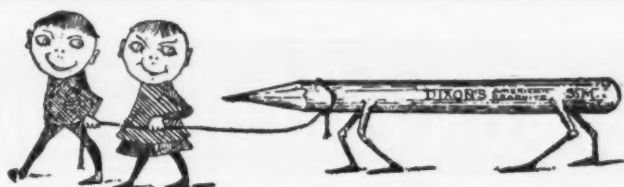
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## What Constitutes A State

What constitutes a state?

Not high-raised battlements or labored mound,  
Thick wall or moated gate;  
Not cities proud, with spires and turrets crowned;

Not bays and broad-arm ports,  
Where, laughing at the storm, rich navies ride;  
Not starred and spangled courts,  
Where low-browed baseness wafts perfume to pride.

No:—men—high-minded men—  
With powers as far above dull brutes endued,  
In forest, brake, or den,  
As beasts excel cold rocks and brambles rude;

Men, who their duties know,  
But know their rights, and, knowing, dare maintain,  
Prevent the long-aimed blow,  
And crush the tyrant while they rend the chain:

These constitute a state;  
And sovereign law, that state's collected will,  
O'er thrones and globes elate,  
Sits empress, crowning good, repressing ill.

—*Sir William Jones*



# SIERRA EDUCATIONAL NEWS

## AND BOOK REVIEW

Vol. VII.

OCTOBER, 1911

No. 8

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at

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L. E. ARMSTRONG . . . . . Editor and Manager

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## Editorial Comment

L. E. ARMSTRONG

### OUR TEXTBOOK SYSTEM

At the last session of the Legislature, the Senate appointed a committee of five of its members to investigate the general question of textbooks for our elementary schools. This committee has made a promising beginning. Its recent hearings in San Francisco have fully sustained the charges made by the State Board of Control that for years there has been shameful mismanagement of the State Printing Office. It was shown that if a businesslike administration of that office could be secured, the price of our textbooks would be materially reduced.

#### INTEREST IN THE TEXTBOOK INVESTIGATION

The investigation has attracted wide attention. The people of California are vitally interested in the question of textbooks, especially in the cost feature. The press of the State has commented freely on the investigation. An editorial in the *San Francisco Chronicle* is especially stimulating:

"The investigators of the State Printing Office are merely finding out the details of what all those familiar with such business have always known must exist there.

"Any State Printing Office is, and will remain, a State scandal. There may be a temporary spurt of purification such as is now going

on, but unless human nature has suddenly experienced a revolutionary change the office will speedily drift back into its old rut.

"For, frankly, that is precisely what the office is intended for. It was not and could not have been to promote any public interest. It was organized with the deliberate intent to find easy jobs for a few scores of people at the expense of the taxpayers and school children, and to enable the State Printer to do politics or worse with contractors.

"Nor will any installation of a cost-keeping system prevent it. It is perfectly easy to beat any cost system when those in control so desire, and the very existence of such a system will make it safer by allaying public suspicion.

"The *Chronicle* will not, and the people should not, prejudge the personal conduct of the State Printer. That will be justified or otherwise by the facts as they appear.

"But we shall none of us err if, without further knowledge than we already have, we make up our minds that the system itself is rotten."

#### AN EXPERIMENT IN TEXTBOOKS

This editorial in the *Chronicle* would seem to indicate that the people of California are about to come out of a twenty-six-year trance. Back in 1885 California ventured upon an experiment that no other state had ever tried, and one that no other state since then has deemed wise to try. Through specious argument and gross misrepresentation, the people of California voted in 1885 to compile and publish their own textbooks. It was loudly proclaimed and fondly believed that such a system would yield superior books, at a reduced cost, to those offered by the several publishing firms—denominated for political purposes as "the book trust." Thus the people enthusiastically created a real monopoly in the authorship, manufacture and sale of textbooks. All competition was eliminated. The grave responsibility of compiling the books was entrusted to the State Board of Education—a board containing no members experienced in producing texts. It was cheerfully assumed, however, that successful authors of textbooks were indigenous to California even as the giant redwoods. The serious task of managing the business end of the undertaking—the manufacture of the books—was placed in the hands of a politician selected, in nearly every

instance, by big business interests which hoped to profit from favorable contracts. Truly a promising combination of politics and business to handle free from competition an enterprise running well toward a quarter million dollars a year! And this combination could not lose because it had the big purse of the State to fall back upon. The cheerful confidence of the people in 1885 in establishing this system seems pathetic to us now.

#### FRUITS OF THE SYSTEM

Was not the plan in both its features an invitation to disaster? On the authorship side we deliberately turned our backs on books that had been tested in the fierce heat of competition all over the United States. Surely it was a provincial, short-sighted pride that refused the best the country at large had to offer, in favor of the work of unknown, untried California authors! On the business end we provided an unholy combination of politics and business, thereby laying a sure foundation for faulty service and grave scandals. With such a plan, what could we expect? Do men gather grapes of thorns, or figs of thistles?

We were not slow in harvesting the natural crop. We saddled the children of California with books that were worse than disappointments. As a whole they were a crime against helpless childhood. Competent students of education bear witness that of the eighteen books prepared by local authors and published at the State Printing Office from 1885 to 1903, not one book could be considered a thoroughly satisfactory text; not one could bear comparison with books issued by the regular publishers. As the new State texts gradually replaced the former and better books, the situation grew worse, and finally became intolerable. Evasions and violations of the law were every-day occurrences. The law requiring children to use the State texts was evaded through the purchase by the districts of large numbers of supplementary books, which were quietly used in place of the State texts. In many instances children bought these other and better books in place of the State texts—a clear violation of the law—while those in authority winked at it. Teachers and principals talked learnedly of the advantages of the topical method, and under its mantle brought in supplementary books galore. Thus, for the sake of the children, did we circumvent a bad law. The habit

of supplementary books became so strong that when a happier day dawned, in 1903, it required a firm crusade to place reasonable restrictions on the use of supplementary books. Hundreds of thousands of dollars were spent by parents and districts for supplementary books as a direct result of the rotten series of State texts. And yet the plan of state publication was adopted as an economy measure!

#### REFORMING THE AUTHORSHIP FEATURE

Finally the storm of complaint against the State texts became so fierce and continuous from teachers and parents alike, that the Attorney General came to the rescue. In 1903 he rendered an opinion that the constitutional provision requiring state compilation and publication of textbooks would be complied with if the books were actually printed at the State Printing Office. A statute was framed accordingly, enabling the State Board of Education to adopt the best books from the open market, leasing the plates from the original publishers and paying a royalty on each book sold. By this legal legerdemain we managed after eighteen years to squirm out of one-half of a bad plan. But the other half—the manufacture of the books in the State Printing Office—is still with us. For several valid reasons, this feature also must go before we shall have a system worthy of California.

#### MISLEADING COMPARISON OF PRICES

In the first place, the character of the work done in the State Printing Office confirms the belief that the fundamental plan is inherently wrong, as pointed out in the editorial in the *Chronicle*. We can not reasonably expect a clean, businesslike administration of that office. A strong, efficient Governor, an alert Board of Control, and a determined Senate committee may force a temporary reform. But so long as the product of that office, freed by law from competition, is accepted by the State, just so long will the office remain a political one, whether elective or appointive. For it will remain an asylum for political henchmen, who will determine for themselves what constitutes a fair day's work. A few illustrations of the character of the work done may prove illuminative of the contention that the State Printing Office must go.

The State Printing Office recognizes only one fundamental problem—that of publishing the books adopted by the State Board at a few



cents less than the list prices of these same books as sold by the publishers. Now a book is a book to some people, just as a horse is a horse to others. But a lover of books recognizes a difference in books just as a lover of horses recognizes a difference in horses. Two men may both have a set of Shakespeare, but one set may be worth ten times the other. Since the plan of leasing plates was adopted in 1903, the State Printing Office has not issued one book equal in binding and paper to the same book as published regularly. To bring this point home with its attendant implications, compare our present State text in history with the same book (McMaster's Brief History of the United States) as sold in the open market. In the State text we find paper so poor that the illustrations are not clear; the margins have been reduced, evidencing skimpiness and stinginess; and, worst of all, the leaves are merely pasted to the back, while the regular publishers' edition is strongly mounted with a reinforced linen back to which the leaves are securely stitched. Any competent bookbinder will testify that the book from the publisher will easily last twice as long as the book from the State Printing Office. What is true of the history is true of the other books. Compare the geographies published by the State with the same books issued by the regular publishers. But why multiply instances?

The State Printer claims with pride that he can undersell the regular publishers. Can he really undersell them, quality for quality? His one great advantage is a ready market—safely his by law. With no expense for establishing a demand for his goods, such as all regular publishers must meet, he issues books that no reputable publisher would dare offer the public. In each case the State Printer prepares for the use of our children an illegitimate brother of a well-born book, a counterfeit presentment of few days and full of trouble for the children. When the State Printer can produce books equal in paper and binding to the regular editions of these books, we shall listen to a comparison of prices. A comparison of prices that does not take varying qualities into consideration is worthless. This comparison at the present time on a false assumption of equal paper and binding is thoroughly reprehensible because its deliberate intent is to mislead. It is unfair to the publishers and also to the children. For have we not vaunted ourselves, saying that the best is none too good for our children? But we continue a

system that places in the hands of these children books that are decidedly inferior in paper and binding to those used in any of the other states of the rank of California.

#### THE COMING OF FREE TEXTBOOKS

There can be little question that we shall soon have free textbooks in California. Since the State undertakes at great expense the education of her children, it would seem that she must not stop short of providing the necessary tools for doing the work. Well-equipped buildings and competent teachers are provided, but these will fall short of the goal unless supplemented by good books in the hands of all the children. The textbook is an indispensable part in the circle of instruction, second only to the teacher. We endanger the whole edifice of public education when we leave this gap. For many parents are unable to furnish books for their children, but still are unwilling to confess pauperism to secure the books under the present law for indigents. Free textbooks have been tried in other states, and under certain safeguards the plan has worked well. A sentiment in favor of free texts is growing rapidly in California. Is it not wise to face the situation now and prepare a carefully considered plan against the day of their introduction?

In maturing this plan we shall find a compelling reason why the State Printing Office must go. If that office were charged with the duty of furnishing free textbooks, there would be less incentive to keep its work up to a decent standard than at present. For so long as parents pay directly for textbooks, they will have an active interest in the quality and cost of the books. But with textbooks furnished at public expense, this critical interest would be materially lessened. To the average man there is a big difference between the misappropriation of a dollar that comes out of his pocket and one that comes out of the public purse. The fierce indignation throughout the State at the shameful mismanagement of the State Printing Office is due in considerable measure to a realization of personal loss. Why do we hear so much discussion of the cost of textbooks? On its face it seems strange, when we consider that of all the money spent annually in California for education, not more than four per cent goes for textbooks. And yet ninety-six per cent of all the talk concerns the four per cent spent for books! Why? Because the ninety-

six per cent is raised by taxation, while the four per cent is paid directly from our own individual pockets. Furnish textbooks at public expense, and we shall hear no more criticism of the cost of textbooks than of buildings, desks, supplies and teachers' salaries.

Is it not clear that before we may safely lessen the public scrutiny by the introduction of free texts, we should reject a plan that has proved conducive of poor books at high prices? Before committing ourselves to free textbooks, we should evolve a plan that will safeguard the securing at reasonable prices of good books, clearly printed and well bound. We believe that we should steadfastly resist free textbooks in California until the State Printing Office is done away with.

#### MEETING THE EXPENSE OF FREE TEXTBOOKS

This position will be further justified by a consideration of the possible methods of inaugurating free textbooks in California under the present constitutional provision calling for state publication. The expense of free textbooks would have to be met by the State, or the county, or the district, or by combinations of the three.

The State certainly would not pay the entire cost of free texts. It is a well-established principle that appropriations granted by the State should be supplemented by money raised by local taxation. In no other way can extravagance be prevented and a proper sense of responsibility developed. Furthermore, it seems extremely doubtful whether the State should pay any portion of the cost of free texts. The State is now paying toward teachers' salaries about one-half the total cost of our elementary schools. We believe that the law should not be changed to include anything else. The State is doing her full share now. The people are paying directly for textbooks to-day. Would it not be better and fairer for them to continue to do so through local taxation? The cost of textbooks seems legitimately a local expense along with other supplies. This plan would have the advantage also of providing a suitable check on expenditures. For, of course, there can be no such thing as free texts. We believe the best possible plan would be for each city and county, or possibly each district, to decide for itself whether it desires to pay for its books collectively or by the parents individually. We believe that the principle of local option, sharpening responsibility and

educating it, should prevail in all cases unless clear reasons can be shown for its suspension. In a democracy questions should be brought home to the people as closely as effective administration will permit. With local option on texts it seems safe to assume that a majority of the units would forthwith decide upon free texts.

Thus it would seem safe to conclude that when we do have free texts in California the expense will be borne locally—probably by the county with the assistance of the district. Under the plan of state publication, however, we should face the necessity of purchasing the books from the State Printer. And that would mean that we should be worse off than we are today. Freed by law from competition, the State Printer could still furnish inferior books. Effective remonstrance would be more difficult to secure because people do not readily respond to public injury. We call a man who steals from us collectively a grafter; him who steals from us individually, a thief. Say what we will, our indignation in the second instance is more apt to lead to action. So long as the State maintains a monopoly of the manufacture of textbooks in the hands of a politician, we believe that the introduction of free textbooks should be postponed. Let us not make a bad matter worse.

#### LOCAL ADOPTIONS VS. STATE UNIFORMITY

We believe that a frank examination of our system of uniform State texts will point to a solution of the problem. State publication and state uniformity go naturally hand in hand. If the reasons for doing away with state publication are valid, we believe that it can be shown that we should profit educationally by substituting local adoption for state uniformity of texts. While this assertion may seem a little startling in California, it would be considered a truism in every other progressive, well-settled state in the Union with the exception of Indiana. Let us name all the states that have uniform textbooks: Virginia, North Carolina, South Carolina, Kentucky, Tennessee, Georgia, Florida, Alabama, Mississippi, Louisiana, Oklahoma, Texas, New Mexico, Arizona, Nevada, Utah, Idaho, Montana, Oregon, Kansas, Indiana and California. This list contains food for thought. With the exception of the last four named, the list falls into two big classes—the Southern States and the Plateau States. In a broad way we see clearly that the two most sparsely settled sections of our country favor state uniformity. Is this



merely a happening, or is there a reason for it? We believe that state uniformity in those two big groups of states is a genuine educational adaptation to environment. In a sparsely settled section public education costs far more per capita than in more populous regions. The schools must make humble beginnings and develop with the section. The cost of education is usually so great that only the rudiments can be attempted at first. And to make sure of even a humble beginning, the power and assistance of the state are invoked. Until a system gathers headway with the years, it seems necessary for the state to make sure that certain minimum requirements are enforced. State uniformity of texts is a natural means of handling the problem. Thus we should expect to find state uniformity in the South; for the public school systems in those states have been built since the Civil War. There were no public schools in the South in 1860. We should also expect to find state uniformity in all new states, as evidenced by the Plateau group as a whole.

Does it not follow conclusively that with the gradual settlement and development of a state, the plan of state uniformity of texts must complete its purpose and give way to a system more responsive to the needs of the people? With an effective public school system in full swing, backed by an alert public consciousness of the worth of education, state uniformity is no longer necessary to safeguard minimum requirements. Then the state must have a system that recognizes the inevitable differentiations among the people; that meets the varying needs of rural and city schools; that bases itself on variety as co-equal with unity in achieving progress; that stimulates progress by permitting ready adjustment to organic variations.

This process of educational evolution has been shown clearly in the state of Washington. When it was first made a state, the plan of state uniformity rightly imposed upon it as a territory was continued. But with the rapid settlement of the state, with the growth of great cities, with varying needs among the people, Washington a few years ago set aside its outgrown system of uniform texts in favor of a progressive system of local adoptions. Several other states have done the same.

Now let us turn to the four states that seem to be out of their pew in favoring state uniformity. Kansas and Oregon may not have developed

sufficient educational momentum safely to do away with state uniformity. But how about Indiana and California? At last we understand why Indiana has been called "the Hoosier State." Even Missouri has been "shown," changing a few years ago from state uniformity to local adoptions. Why should our own beloved California, progressive as she truly is, stand squarely across the path of educational evolution? Why should California and Indiana have the unenviable distinction of serving as the exceptions that prove the rule? We believe that but for our system of state publication, we should have discarded our plan of uniform texts long ago. May they both soon pass away together and keep themselves company in the limbo of worn-out plans!

#### UNITS OF LOCAL ADOPTION

If we do away with state uniformity of texts in California, what should be made the unit or units of local adoption? The unit of local adoption should always coincide with the unit of supervision. Our supervisory units in California are the counties and the cities. The same authority that prepares the course of study and supervises its execution in the schools should select the books that will prove most effective in carrying out that course of study. As no two courses of study ought to be alike, the folly of uniform texts for all these courses is apparent. It may safely be assumed that the average county board of education understands the needs of the schools of that county better than does the State Board of Education, none of whose members has direct contact with elementary school work. The selection by the State Board of the books to be used in all the schools of the State is truly an anachronism. The only way to make that function of the Board consistent would be to add another requiring the adoption of a uniform course of study. Surely the authority that lays out the work should also prescribe the tools. Supervision, course of study, and adoption of texts rightly belong together. Educational evolution in California has brought supervision and the course of study together in their rightful place. One step more—local adoption—and we shall have adjusted the three main factors of effective administration of schools.

Space forbids further consideration of the textbook problem in this number. Next month we shall endeavor to show that local adoptions will give us better books at lower cost than our present system can furnish.

## HIGH SCHOOL TRAINING FOR GIRLS

CREE T. WORK

Principal Venice Union Polytechnic High School

---

**A**N important problem of to-day is to make the high school serve the needs of all the people in providing the best training and preparation of individuals for any proper work that lies before them, as that work may be chosen or determined by their own nature, environment, inclination, ambition, and ability.

Whatever may be our order of procedure in other fields of endeavor in America, circumstances seem to have made it necessary for us to construct our system of education from the top downward. We began with the college; then we organized a series of academies and high schools; after this, elementary and primary schools; later, kindergartens; and finally we have begun to give attention to the pre-kindergarten stage of human life and the vital questions related thereto.

The college idea, which came to us from the universities of Europe, has not only inspired but has naturally dominated our entire school system. For many years past the American high school has offered fair preparation for entrance to the typical college; the college, in turn, has succeeded fairly well in leading the comparatively few who have reached it into certain professions for which college courses have been planned from the beginning. The high school courses, in following the lead of the academies and colleges, have been planned primarily for boys, with an occasional slight variation to suit the supposedly more delicate and more esthetic nature of girls. By our theory that girls and women should be educated just like boys and men, we have led them, through training, to contemplate man's interests, occupations, and professions as their field of action; or, where this has not been the case, women have been allowed to pass by the gates of opportunity, or have been led to believe that they have no rightful field of aggressive action whatsoever. But the mistakes and fallacies of the past are being outgrown. We have reached the day of a larger conception of education, and a clearer recognition of the rights of women—especially their right to educational opportunities that will be in keeping with their function as women and as members of society.

We profess to believe that we are educating our children to produce, or to increase, social efficiency. This is good doctrine, but we need to remember that social efficiency includes vocational efficiency, which de-

mands manual skill, a good store of sense-information, and the ability to comprehend and heed the demands of environment. We owe it to both sexes to give such training as will emancipate them from the narrow limitations placed upon the home by tradition and the lack of practical training in the past, and to extend their opportunities for making better homes, including the enlarging of their own intellectual and social possibilities as individuals, and as free, intelligent citizens with ability to contribute a good share toward the well-being of the community.

Many teachers have based their work on the false theory that if we teach general principles to the youth we are safe in depending upon them to make the proper application of the same whenever and wherever the necessity for so doing may arise. In a degree it is true that the mind cultured by the study of languages, literature, and philosophy, has gained power that enables it to cope more successfully with actual-life problems. However, it is not simply what the mind has *power to do*, but rather what it *actually does*, that counts for most in determining what it can and will do on the next occasion. The mind naturally deals largely with what it is trained to deal with. History, literature, and philosophy have their value and their place; but to force them on our girls to the extent of barring the consideration of life-problems of the here and now has been the egregious error of the schools for generations. In our school and college work we allow too many lines of thought to drop short of their climax—before reaching their culmination in conclusions or in action. It is clearly a function of schools to teach the application of principles as well as theories regarding them. Concrete problems from all departments of life are in order and particularly should the school draw on that fundamental department—the home—for material to enrich and vitalize the curriculum. Many schools for girls and women have apparently failed to grasp the purpose for which most women need to be educated, and have persisted in teaching all phases of life—theories, histories, and philosophies—except those pertaining to the department for which and through which all largely live—the home.

It is said that there are 25,000,000 women above fifteen years of age in the United States, and that 17,000,000 of these are engaged in housekeeping. The fact that seventeen women out of each twenty-



five above fifteen years of age are housekeepers emphasizes the importance of providing courses in household economics for girls in the high schools; for whatever our ambitions regarding our daughters may be, and whatever the outcome of the vote on granting women the suffrage may be, their chief duties and greatest opportunities will continue to be of a domestic nature. If the schools are to protect and foster home life, the instruction given therein must deal with home problems. It is more appropriate and of greater value for our girls to know the percentage of butter-fat in good cream, and its value in building tissue and sustaining life, than it is for them to struggle with abstractions in higher mathematics or to contemplate the detailed horrors of war. We need more high schools that offer to the girls training of a specific nature for home-building and home-keeping with their many included duties, such as caring for the sick, the rearing of the family, and the financial administration of the home. Why is it that in this day of enlightenment the serious and perplexing problems of motherhood—the foreordained calling of woman—are so completely ignored by the institutions professing to train young women for life, and are left to be solved wholly, oftentimes, under the most adverse conditions, in the hard school of experience?

Cooking is both a fine art and a science. Those who are to be intelligent in this capacity, whether they are to practice the art or to direct a household, should know the organism of the human body, how it is nourished, how different elements enter into and affect the operations of its organs, the chemistry and classification of foods, how they grow and how they are prepared, how they are affected by heat and moisture, and by different methods of cooking. They should know about fats and oils, starches and sugars, acids and stimulants, mould and yeast, bacteriology, sterilization, sanitation, and hygiene. They should know how to cook for the sick and for the well, for the child and for the adult, for the active and for the sedentary, for the brawn worker and for the brain worker. To say the least, the science of home problems is quite as deep in meaning, and its study quite as cultural in effect, as the more theoretical science of the old school with its cut-and-dried textbook formulas, and teacher-performed experiments. The present, active, real life, with its immediate as well as prospective

environment, provides much of the most interesting and effective material for carrying on the process of education.

Since the family is to be clothed as well as fed, it is highly important that the girls be trained thoroughly in the art of needlework. Financial ability to employ a seamstress does not entirely remove the necessity for, nor invalidate the advantages of, a practical study of such handwork by every young woman. She should also be familiar with all modern equipment for this class of work; with the quality and variety of fabrics used in dressmaking, and with the mode of their manufacture; with the principles of designing and the esthetics of dress. She should also be able to advise intelligently the male members of the household as to their attire, and to give it such proper attention as becomes her position. She needs to know the science as well as the art of laundering. A knowledge of millinery is valuable to any girl, and a course in this art may well be provided in the high school.

Home planning, home decorating, home furnishing, home providing—in a word, *home-making*—is one of the great activities of modern times. Applied art, applied science, and applied economics characterize the upbuilding of a modern home. In all of this work women must lead and direct, and the schools should prepare them for their work.

There is a stage in the life of many girls when, for the time being, it may be both desirable and necessary that they have an independent occupation. This fact it is that makes the problem of outlining proper school courses a complex one. It seems to me that the solution of the problem must lie in the organization of such courses of instruction of a vocational nature as will give a combined preparation for independent wage-earning and for home-building and home-keeping in its broadest sense, including intellectual, social, and practical features. At present many girls go outside of the home environment to seek the activity and social life of which they feel the need. It is at least in part a lack of direct training for the higher home life that leads the girl to stand behind the counter at four dollars a week, wearing out her nervous energy and unfitting herself at a rapid rate for the duties of housekeeper and motherhood, rather than accept partnership in the fifteen dollars earned by a worthy young man who would gladly give up the lion's share of his earnings to have the joys and comforts of a home.

The young woman would also enjoy a home, but shrinks from its responsibilities because, unfortunately, it is to her an unstudied problem, and she prefers to do the thing which requires little study, or for which the traditional school training has best fitted her. The problem of making fifty dollars or sixty dollars a month (the average wage of the great majority is less than fifty dollars) properly build and support a comfortable home needs to be solved, and its solution depends largely upon the women. The lack of a study of home problems by girls has turned the connubial bliss of multitudes to bitterness, and wrecked the beginnings of many a home ere the honeymoon has passed. Our cities are filled with miserable women, heart-sick men and blighted homes, due to the lack of instruction for girls in the grammar grades and high schools in the fundamentals of home economics. Whatever may be the temporary ambition of the girls in our elementary and secondary schools as to an independent existence after leaving school, both history and reason forbid that we should ignore the eventual demand that will be laid upon these same girls. It is obligatory upon us to do all things possible while the girls are in the school to get them ready for the duties of womanhood. All girls in high schools are entitled to a training which will make them competent, intelligent, and refined; well fitted for self-support, if this should be necessary; thoroughly prepared for woman's work in the industrial, commercial and professional world, if they so choose to labor; well trained for companionship with worthy manhood and for motherhood as a crowning function.

Work of a practical character suited to the needs of coming women may be substituted for a portion of the traditional academic high school work without ultimate loss to the pupil. The practical and industrial features may be so correlated with essential academic subject-matter that interest will be increased. To illustrate some of the correlation possibilities involved in a course such as it seems to me should be offered to our high school girls, I may cite the case of a school where an attempt has been made to base the course of instruction on practical life-interests of girls and women. The physiology and hygiene is taught by a woman physician, who also gives instruction in home nursing and care of the sick; the work in chemistry and physics draws on the home for its problems; drawing finds its application in home decoration, in

designing for the work in millinery and dressmaking, in the planning of houses and furniture, etc.; the cooking is closely related to portions of the dairy work, to botany, to zoology, to chemistry, to physical culture, and to physiology and hygiene. Likewise the history, composition, and literature have a close relationship to one another in the study of industry and the home, and each in turn involves a consideration of the various industrial features of the school. The mathematics, manual training, bookkeeping, and domestic economy are constantly aiding one another in and furnishing rich material for the work in political economy and civics. Except for the change from one laboratory to another and the ever-present printed titles on the textbooks, the student would frequently lose sight of the fact that the work which to her is a continuous problem of life interests, is in many schools regarded as so many distinct and unrelated subjects.

That the work of the school cited is practical is shown by the fact that the girls are constantly putting it to use, even while they are in school. After leaving school one takes charge of the house and puts new life into the home; another, whose grandmother is taken with pneumonia while on a journey, takes the aged woman to a hotel, calls a physician, and serves as the only nurse, her intelligent care of the patient causing the physician to send his own daughter to the school the next year; another serves the home village as postmistress; another, who has come eighty miles to reach the nearest railroad station on her way to the school, goes back to her home afterward, inspired, to return the next fall bringing two sisters; the three buy a sewing machine and by making their own clothing at school save enough to pay for the machine, which they take back with them to their prairie home; another student takes up the work of teaching others the home arts; another teaches a country school and at odd hours instructs the children and the mothers of the neighborhood in the arts and crafts for women; another pays her school expenses by making and selling baskets; another, who comes many miles to attend the school, completes her course and returns to establish a modest, attractive, happy home of her own in her western city.

Truly, "Usefulness adds a grace to the most graceful woman, and nothing is so hopelessly despairing as incapacity."

## SOME PUPILS I HAVE KNOWN

J. D. SWEENEY  
Red Bluff, California

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A RECENT article by Supt. Mark Keppel recalls to mind many interesting incidents connected with various pupils in past years, so I offer a few of these to the school world. I have tried to keep track of the boys and girls who have gone in and out of the doors of my schools; but as the years pass on it is impossible to trace many of them. The remarks here will be confined to those who have been class pupils rather than those who have been under general supervision.

No. 1 was a massive boy, with poor eyesight, slow, plodding, but a good lad, and has turned out to be a fine business man. He was slave to the answers in the back of the old arithmetic, some of which were incorrect. This fact was used too often as an excuse for not getting those that were correct. In small classes in this subject I permitted the members to work individually, provided the work was done satisfactorily. One day would be devoted to recitation, and the next probably to working additional problems, while the third would be given over to help those who had trouble. One day our lad came with trouble and was sent to the board. He consumed the entire period placing the work on the board, and stated that he secured the same answer that he had several times before. Glancing over the work, and not detecting any error, I dismissed him, as another period was on. Three different days he did this. In the meantime, I had found that his work was correct, but that he had been looking at the answer to an example with the same numbers but belonging to a different page. After permitting him to spend all this time hoping he would find the trouble, I suggested that he look hard at the answer. He did so and discovered his mistake, to the extreme edification of the rest of the class who had already discovered his trouble.

No. 2 was a large overgrown girl, also slow in her movements. For some time she had been absolutely listless and failed utterly to learn a single lesson. Time and again I tried to appeal to her pride, but to no avail. Then came a drastic scolding, and out of the room she flounced, exclaiming, "You will never have to speak to me again." The school was horrified. But the following morning the rest of the class came with eager tale. She was to be married that very morning. That was the secret of it, she had been thinking of other things.



No. 3 was one of the best natured boys I have ever known. Now after many years he often refers to his wasted school days. He was addicted to cigarettes and had literally disabled his mental powers. We passed him along once in a while to keep him from being with children too small, and finally he arrived in the seventh grade. He would break out with the most startling assertions. One time he stated that General Smitten had died during a certain period, and gave the book as his authority. On looking at the text, it was found that "General Grant, smitten by an incurable disease, had died." To him it was Gen. Grant Smitten. At another time, a number of boys were sent to me to be kept after school and he was one of them. The task of learning the declension of the pronoun "I" was assigned, each to be excused when the lesson was learned. After some time one after another rose and gave the work correctly. At last No. 3 indicated that he was ready. "I am me. We are us." This was what he gave, as he had paid no attention to the book, but had listened to the others and that is what he heard. Needless to state, I allowed him to go, greeted by the howls of his fellows. This same lad could not refer to the dictionary, as he did not know the order of the alphabet, neither could he give the names of the days of the week, or the names of the months in order, yet is now quite an able business man.

No. 4 was probably the brightest lad I ever taught. Clean, studious, steady. In all the years he attended the school he never missed a day—ten grades—nor did he miss a word in spelling until the very last day of the last year, when he missed "geranium," and it nearly broke him up. Large as he then was, he broke into tears. Another day the superintendent, O. E. Graves, was present and gave an example in mental arithmetic: "If a man gave 1c for a paper of pins and sold it for 10c, what per cent did he make?" Not a reply (this was in a low grade). I wondered why this boy did not get it, but when the per cent was declared, he blurted out, "I had that, but did not think you wanted him to make that much on his old pins." After completing college, this bright young fellow unfortunately died.

No. 5 held a similar place among the girls that I have taught. She was one of the best elementary students I had ever had, especially in mathematics and history. One day she came to me some weeks after school had opened and the algebra class had made a fair start,

and asked if she might not take up the work. To say that I was somewhat astonished is putting it mildly, as she was scarcely more than nine years old then. As I knew she could do her regular work well, I agreed, not expecting the result. From the start she readily took the lead, and I found that she had bought a book with the opening of the term and had been keeping up with the work all the time. Algebra was as easy as addition. It has been a disappointment to have her discontinue her university work without taking a degree. I attribute this somewhat to her attending a popular boarding school where her mind was probably diverted from its natural trend.

No. 6 was one of those boys who are always late. He was tardy day after day, with an excuse ever ready from the parents, who were built on the same plan. Becoming weary of his delinquency, I kept him in to make up the time lost, and one evening a favorite cow of the family died from eating too much green alfalfa. Although this family had a half score of children, I was blamed for the loss, for if I had not kept this boy after school he would have kept the cow from eating so much. I was about to be sued for the value of the animal. This same boy found geography rather difficult, so he brought a request from home that he be allowed to discontinue this study on the ground that the names on the map hurt his eyes.

No. 7 had earned the nickname "Sleepy" and like most boyish nicknames, it was well applied. It was made lasting by an event that evidenced its appropriateness. One evening when he was in a lower grade, I dropped into his room about ten minutes before dismissal. The usual unrest that prevails was evident. Then came the accompanying calm as the room realized that but a few minutes were between them and freedom. Suddenly the whirl of an alarm clock was heard, and the crimson face of the culprit gave him away. Of course the class did not know what dire punishment the principal would mete out for such a brazen crime, and consternation filled their faces. The principal simply said, "Well, I did not know that you had to carry an alarm clock with you in order to wake you up in time to go home." The aptness of this created a roar and the class was dismissed amidst his humiliation. He had intended that the clock should strike as they went out the door.

No. 8 was a ninth grade boy who had become infatuated with

one of the big girls of the sixth grade. We had had quite an epidemic of this foolishness and found it quite troublesome. One day a note addressed to the young lady found its way into my collection. In this note he set forth his love in tender words and ended by setting the day for the wedding. His work had not been up to standard for some time, so I concluded to try strong medicine. As we were closing the day, I announced that the class would be surprised to learn that one of the members would not be with us long, as the day for his wedding with one of Miss G.'s girls had been set. This was the first intimation that he had that the note had not gone to the girl. No names were mentioned, and it was not necessary, as the sickly way in which he tried to join the fun soon showed the rest who was the victim. It goes without saying that the note writing fell off after that.

Nos. 9 and 10.—These were cousins, and it was their first day at school. The teacher had instructed them to say "Present" when she called their names in the morning. At noon as the little lasses were wending their way home the following was overheard:

"What shall we bring her?"

"I am sure that I do not know."

"But she said to be sure and bring a present every morning, and we do not want to bring her anything that would not be nice, you know."

The first long since graduated from U. C. and taught school for a few years, and the latter is a grown-up.

No. 11.—This boy, now in the high school, had just entered the receiving class. When he went home at noon he rushed into the house and breathlessly said, "Papa, what do you think! Miss B. made me the leader of the whole room!" The teacher had seated the tots alphabetically, and as his name was at the top he had the front seat and so marched out at the head of the line. But it was prophetic, as throughout the whole elementary school career he was the leader of his class.

Space forbids many more, which, to me at least, were striking events. And as one looks back over the years, he can enjoy these little things, since they make our former pupils more real than they would otherwise appear. The amusing answers to examinations that a teacher gathers in a few years would keep an audience laughing for a whole evening. If a teacher is not able to see the humor in such things, he has lost a large part of the real pleasure in teaching.

THE FOOL'S PRAYER  
BY EDWARD ROWLAND SILL

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The royal feast was done; the king  
Sought some new sport to banish care,  
And to his jester cried: "Sir Fool,  
Kneel now, and make for us a prayer!"

The jester doffed his cap and bells,  
And stood the mocking court before;  
They could not see the bitter smile  
Behind the painted grin he wore.

He bowed his head, and bent his knee  
Upon the monarch's silken stool;  
His pleading voice arose: "O Lord,  
Be merciful to me, a fool!

"No pity, Lord, could change the heart  
From red with wrong to white as wool;  
The rod must heal the sin; but, Lord,  
Be merciful to me, a fool!

" 'Tis not by guilt the onward sweep  
Of truth and right, O Lord, we stay;  
'Tis by our follies that so long  
We hold the earth from Heaven away.

"These clumsy feet, still in the mire,  
Go crushing blossoms without end;  
These hard, well-meaning hands we thrust  
Among the heart-strings of a friend.

"The ill-timed truth we should have kept—  
Who knows how sharp it pierced and stung!  
The word we had not sense to say—  
Who knows how grandly it had rung!

"Our faults no tenderness should ask,  
The chastening stripes must cleanse them all;  
But for our blunders—oh, in shame  
Before the eyes of Heaven we fall.

"Earth bears no balsam for mistakes;  
Men crown the knave, and scourge the tool  
That did his will; but thou, O Lord,  
Be merciful to me, a fool!"

The room was hushed; in silence rose  
The king, and sought his gardens cool,  
And walked apart, and murmured low,  
"Be merciful to me, a fool!"

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#### TEACHING DEBATING IN HIGH SCHOOL

MRS. GEORGE MARX  
Coalinga High School

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EVERY teacher of English has two duties—to develop constructive power and to lead to appreciative interpretation. Of these, the higher and nobler is to interpret the work of the great masters of our literature; but even if the constructive task brings less joy to us, we should not fail to admit its importance.

In Coalinga we are much interested in debating, both as a means and as an end. We have found that there are certain desiderata in English composition, otherwise difficult of attainment, that can be compassed more easily by practice in the discussion of vital questions. What do we want in our construction work? Our purpose can be summed up under four divisions: clearness of vision, logical arrangement, spontaneity, and accuracy. And haven't we made such a fetish of accuracy as to hamper ourselves in securing results? I think the mere manual labor of putting thought to paper has in it less of an intellectual process than the preceding stages. What is clearly known will be clearly written. What is interesting to the pupil can, with some skilful direction, be made so to the reader. But first, the ideas must be clear and alive in the mind, for isn't it true that one has to be interested himself before he can be interesting to others?



I think I am not betraying any professional secrets when I say that most of our composition is flat, stale and unprofitable. The boy was bored when he wrote it, and the teacher is immeasurably more bored when she reads it. And I think sometimes it serves us right. It is in some degree our fault.

Teaching debating is an appeal to the play impulse. Every debate is a game in that it contains the element of chance. The wisest of judges disagree, and all of us who have had any experience in interscholastic debates have had moments when we have felt that the battle is not always to the strong.

As in the athletic sports, rapidity of thought and versatility often win against mere force, so in the debating game a premium is placed on keenness of perception, clear judgment, and complete self-control. It is this appeal to the play impulse that goes a long way toward securing free, natural, and therefore interesting composition.

I find that debating is the most effective means of encouraging careful reading and intelligent inquiry into a subject. One debate I remember hinged almost entirely on the correct reading of a certain government report. One of the speakers had read hurriedly, and misunderstood it. She based her argument on her erroneous interpretation, and she lost as a result of her inaccuracy. I know it was a better lesson for her than all the didactic teaching on the subject possible. Boys and girls fall easily into the habit of hasty reading. They skip statistics and overlook details. Any incentive we can apply to make them more exact we should be glad to use.

Studying a question preparatory to debating it always helps to develop the critical faculty. Did you ever have a pupil meet you with the argument: "Well, the book says, etc." If you have, you will agree with me that our pupils need training in the power to make up their own minds. The power to discern the false mingled with the true, to know good from evil, is the power the world wants most of all. Men have been seeking for this knowledge ever since the serpent came to Eve, and I doubt not the last trump will find the search still going on. But every conscious weighing of evidences, every conclusion rightly deduced, has added something to the power of the thinker.

We had a debate recently in which much depended on expert

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We had a debate recently in which much depended on expert

authority, and the experts differed. The way one girl argued that the man she was quoting had a right to be considered unimpeachable authority, showed me a mental process that could not fail to be of value to her. To weigh the relative experience and qualifications of conflicting authorities, and decide which view to adopt, requires an exercise of judgment that helps materially in intellectual progress.

One quality I have always considered a mark of the cultured man and the cultured woman. Proper respect for the feelings and opinions of others, a judicial frame of mind, the ability to see two sides of a question—these place an unmistakable stamp on the man whose education has been profitable to him. On the other hand, one quality marks the mind inherently vulgar, as Ruskin defines vulgarity—hasty generalization, a mind closed to conviction and apathetic to argument—these indicate a lack of real and true culture in whatever walk of life they may be found. I should like, if I could, to teach everybody who goes out from my classes, that however much he may know, he has not yet reached the *ne plus ultra* of knowledge, and that his opinions must not be as the law of the Medes and the Persians. We can do something towards bringing our boys and girls to the judicial frame of mind by introducing them early to the practice of argument.

We can interest our boys and girls in the better class of newspapers and periodicals by this means. We had a debate recently on a certain phase of our great problem in the Philippines, which elicited such general interest that the pupils brought in many articles in first-class magazines, which they might never have read if it had not been for the initial interest aroused by the debate. If we can get young people to reading good magazines, the magazines in themselves will arouse new mental activity.

A tendency to inaccuracy appears in a great deal of our high school composition, and freshman themes at college have the same fault. One is more likely to be careful in one's statements if he runs the risk of almost immediate and surely spirited contradiction. For I find boys and girls are often more affected by their school-fellows' criticism than by that of their teachers.

My own interest in debating dates back to a time when I found that my teaching of English composition needed revitalizing. I began gradually to make more of the oral side to strengthen the written. Then

I found that the pupils found it more interesting to debate with one another. As soon as the interest was secured, it behooved me to use this interest and get as many and varied results as possible.

First, I suggest subjects. I always prefer to have pupils take a subject too large for them than one that is too trivial. There are few that fit the mentality of the pupils exactly. I would rather have the pupil standing on tiptoe than to have him recline mentally.

Because we are not trying to make public speakers but clearer thinkers, we teach debating in the first and second years. This means a much simpler process of presentation. We have no text books; no attempt is made to lay down principles of formal logic; there are no rules except those that the class' own experience shows necessary. The results have been very satisfactory—so much so that we rejoice having introduced debating in our high school. We believe that similarly successful work can be done in high schools everywhere.

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#### TRY IT

Help a brother on his way,  
Give a lifting hand to-day,  
Say the kindly word of cheer,  
Help to dry the mourner's tear,  
When you've done a kindness real,  
See yourself how good you feel.

Do you meet a fellow down,  
Do not greet him with a frown;  
Do not turn away in scorn,  
Grip his hand and say "Good morn!"  
Try his little wounds to heal,  
See yourself how good you feel.

There's no joy compared to this,  
Earth can ne'er bestow such bliss,  
Help another on his way,  
Have a cheerful word to say,  
Then when evening shadows steal,  
See yourself how good you feel.

—*Sacred Heart Review.*



authority, and the experts differed. The way one girl argued that the man she was quoting had a right to be considered unimpeachable authority, showed me a mental process that could not fail to be of value to her. To weigh the relative experience and qualifications of conflicting authorities, and decide which view to adopt, requires an exercise of judgment that helps materially in intellectual progress.

One quality I have always considered a mark of the cultured man and the cultured woman. Proper respect for the feelings and opinions of others, a judicial frame of mind, the ability to see two sides of a question—these place an unmistakable stamp on the man whose education has been profitable to him. On the other hand, one quality marks the mind inherently vulgar, as Ruskin defines vulgarity—hasty generalization, a mind closed to conviction and apathetic to argument—these indicate a lack of real and true culture in whatever walk of life they may be found. I should like, if I could, to teach everybody who goes out from my classes, that however much he may know, he has not yet reached the *ne plus ultra* of knowledge, and that his opinions must not be as the law of the Medes and the Persians. We can do something towards bringing our boys and girls to the judicial frame of mind by introducing them early to the practice of argument.

We can interest our boys and girls in the better class of newspapers and periodicals by this means. We had a debate recently on a certain phase of our great problem in the Philippines, which elicited such general interest that the pupils brought in many articles in first-class magazines, which they might never have read if it had not been for the initial interest aroused by the debate. If we can get young people to reading good magazines, the magazines in themselves will arouse new mental activity.

A tendency to inaccuracy appears in a great deal of our high school composition, and freshman themes at college have the same fault. One is more likely to be careful in one's statements if he runs the risk of almost immediate and surely spirited contradiction. For I find boys and girls are often more affected by their school-fellows' criticism than by that of their teachers.

My own interest in debating dates back to a time when I found that my teaching of English composition needed revitalizing. I began gradually to make more of the oral side to strengthen the written. Then

I found that the pupils found it more interesting to debate with one another. As soon as the interest was secured, it behooved me to use this interest and get as many and varied results as possible.

First, I suggest subjects. I always prefer to have pupils take a subject too large for them than one that is too trivial. There are few that fit the mentality of the pupils exactly. I would rather have the pupil standing on tiptoe than to have him recline mentally.

Because we are not trying to make public speakers but clearer thinkers, we teach debating in the first and second years. This means a much simpler process of presentation. We have no text books; no attempt is made to lay down principles of formal logic; there are no rules except those that the class' own experience shows necessary. The results have been very satisfactory—so much so that we rejoice having introduced debating in our high school. We believe that similarly successful work can be done in high schools everywhere.

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#### TRY IT

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Say the kindly word of cheer,  
Help to dry the mourner's tear,  
When you've done a kindness real,  
See yourself how good you feel.

Do you meet a fellow down,  
Do not greet him with a frown;  
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—*Sacred Heart Review.*

## WHICH LANGUAGE FOR THE GRADES?

HERBERT I. PRIESTLEY

Supervising Principal Corona Schools

THE interest taken at present in the introduction of language study into the grades brings into prominence the question, What language? And the right answer can be based only on the actual needs and powers of the pupil, keeping in mind his future course in school and outside life.

We shall try to show that there is a present need in the grammar school curriculum which can be met by the proper introduction of Spanish without interfering with the time necessary for the essentials of primary education. We shall endeavor to show also that Spanish can be made a link to bridge the present chasm between primary and secondary education, and be a thing of value to the individual through life.

There is probably no observer of public education who will not admit that one great defect in our system is our lack of efficient instruction in linguistic expression and appreciation. This evil affects every stage from first to last. The cry of each succeeding higher school that its immediate predecessor has not given adequate proficiency in the use of English, first as a tool and second as an interpretation of life, is an arraignment that can not be shifted from one school to the other in our ladder of education. The fault is in all, and must be corrected in all, beginning at the beginning.

A few years ago it was discovered with dismay that the teaching of grammar in the grammar school was a failure. Young pupils can not learn formal grammar with its scientific discernment of relationships, because judgment has not developed. As a result of this discovery we now have the grammarless grammar schools, where the mother tongue is taught not by precept but by example. We have attempted to train ear and tongue during a possible maximum of twenty-five hours a week through supposedly good example in school, where the atmosphere is of a constrained, artificial type, hoping that the training so given will contribute to the control of the expression of the other one hundred and forty hours outside, where life is real; where "me and him" are more respected socially as nominatives than the scholastic "I and he."

But throwing grammar out of the elementary schools has not found it a place elsewhere; nor has teaching "language" taught language much

better than of old. Teaching a person language without grammar is teaching a person to do a thing without teaching him how. The failure of grammar teaching to make the operative language grammatical lay in the stress it put on minor classifications and rare constructions beyond the need or ability of the pupil; in its urging the formal as against the content. The error of "language" teaching is in its urging the content in language to the neglect of the formal. Language can be taught most successfully when both form and spirit are developed in the pupil's consciousness at about the same time. A child of thirteen or fourteen is capable of recognizing form, and of grasping content. He sees differences, and recognizes similarities. He is beginning to develop the capacity for judgment, particularly in time and space relations, though not so clearly in abstractions of cause and effect.

This is a valuable mental stage upon which to impose the study of a foreign language, because of its reaction upon the mother tongue through the laws of similarity and dissimilarity. Seeing the mental twist, the idiom, through which another language arrives at the expression of an idea tends to throw the native idiom into the bolder relief of grammatical construction, giving a beginning for the real philosophical understanding of language forms. This is a truth capable of no proof to the person who has not tried it: one knows little of his mother tongue until he has set it in relief against the study of some other language.

A stronger argument for foreign language study in the seventh and eighth grades lies not in the formal aspect, but in the consideration of the content. That is, in the greater facility for correlation of the foreign language with the other studies, viz: geography, history, literature, art, the sciences, even spelling, and the world knowledge that is used for material in arithmetic. These we shall consider under the subtopic, the superiority of Spanish over the other modern languages.

The best argument for my thesis lies not on the form, nor the content, nor in the correlation, of a strange idiom, but in the mental attitude of the child in the grades specified, the seventh and eighth. We have then a budding power of judgment to deal with, but we have something vastly more powerful: the power of a literal memory at probably its highest period of excellence. Here we have a greater

possibility of absorption through the contact of the senses with the all enveloping and all interesting world, a greater reaching out after facts, and a more implicit faith in the value of the task set, than we shall ever have again. We have the social nature beginning to mold into ties of chumship that may endure through life, and a desire for more modes of linguistic expression. No one who has noted the avidity with which boys at this age pick up the obscenity and profanity of the foreign vernacular about them; no one who has tasted the joys of "hog Latin," or of the sign languages; no one who has seen the awesome respect these boys have for one who can speak another tongue, can doubt that here is the time, here the mental attitude to begin grafting on that foreign tongue which has most actual application in the community.

Shall it be an ancient or a modern language? Adding the following arguments to the thought presented above, we shall arrive at a decision for a modern tongue. The fact that the ancient languages require greater judgment than the modern, while furnishing the drill for it, puts the ancient languages later in the course than the present grammar grades. A modern tongue appeals on its practical side to both pupil and parent because it is a living, volatile thing; not many children of thirteen or fourteen, who are not already in the high school, would choose Latin or Greek freely as against a modern tongue. They might if they were taught to bow down the natural instincts by parents who desire their children to have a "classical" education because of its social prestige in some localities.

The current idioms of Europe are not, at least popularly, considered as "hard" as the ancient tongues. The greater development of the preposition in modern languages fits the child's mental groove better. Children in the elementary school are not ready for the appreciation or analysis of case endings—that apotheosis of formalism in linguistics. On the other hand, modern language affords a rich field for exploration in roots, cognates and word composition. These features are dear to the soul who is after the facts, and contribute to the enrichment of the native idiom. The historical development of English from the Germanic and Norman-French, and the common Latin origin of many



Spanish and English words, make modern language as valuable as Latin, and more so than Greek, in the item of word growth.

Here we come to the advantage of the study of the foreign tongue as a correlating agent in the curriculum. We have said that form and content must go hand in hand. In this state the experiment has been tried of teaching geography and history in Spanish; or, rather, it has been teaching Spanish in geography and history. Not such a profound difference when one knows that the history and geography were elementary—review, if you will, and that the method of approach has been conversational.

What advantage has Spanish over German and French? In California, much. Our descent politically from old Mexico, our old Spanish explorers, with their legacy of geographical names, and our ever-growing Spanish-speaking population, need only to be recalled to be admitted as arguments.

As to the language itself, it possesses over French the advantage of fewer irregular verbs and fewer idioms logically obscure. Its pronunciation is clearer, its constructions and enunciation more like the English. Over German it possesses the freedom from case endings of adjectives and nouns and illogical divisions of gender, and the plainness of the Latin script. Over them both it possesses the virility of actual life and use amongst us, the proximity of a great Spanish-speaking nation whose commercial interests are being developed by American enterprise. It fits the masses, lies closer to the universal education than either French or German.

The above paragraph may not be tenable for high school Spanish, but for the grades the argument is valid. The advantages French and German supposedly possess over Spanish as leading to "culture" would require more space for exposition and answer than can be now afforded. And even then we should have to submit to the endless inquiry, how much "culture" in the grades, and how much for the high school years?

Having endeavored to establish Spanish as the most desirable language for the grades in California, we shall not invalidate our stand if we further adduce its benefits to the whole "educational ladder" which accrue from the grade study of any modern tongue.

Teaching Spanish to thirteen-year-olds would put, as said above,

the acquisition of vocabulary, the memorizing acts, into the best memorizing years. It would give a body of knowledge "worked down into the subconsciousness" which would furnish material for the play of the judgment in the later judgment-forming years. It would help to shorten the time spent on secondary education. Munsterberg and a host of others agree that we get to the end of the high school course a full two years behind the English and the Germans. Allowing much for the influence of social stratification in their shorter time in high school, we can yet do much by readjusting our curriculum in two-year units. The movement for a shorter grade course, for an earlier high school, will soon come into more general acceptance. When it does, we believe that the question of the language study in the "introductory high school" will find its solution in the considerations here briefly presented.

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### PEACE IN THE SCHOOL

KATHERINE D. BLAKE

Treasurer National Education Association

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ARE we doing our duty to the rising generation and helping on the progress of the world as we should? Courses of study in English and history require the memorizing of dates and poems in praise of war, so that peace is not made honorable. We are far enough along the road towards civilization to realize that robbery and murder are not respectable, even when wholesale, and to dare teach this to our children. They must learn the bitter results of military dominance, so that our country may not slip so fast towards this condition as it has in the past ten years. How many people know that in this period our expenditures for military purposes have increased three hundred and sixty per cent? Congress can cheerfully vote for two \$20,000,000 battleships a year, and scornfully refuse \$75,000 to the Commissioner of Education for vitally needed research work. We can spend thousands on a sham battle at Newport, yet we have no funds to teach the children of our mountain regions. We stand seventh in percentage of illiteracy, and it is native-born Americans who to a great extent drag us down in the scale of education. Already militarism is so powerful that 70 per cent of all money annually spent by the National Government is for war past, or to come. The

Massachusetts Commission of Inquiry has shown that the cost of the necessities of life rises with each war and falls in each peace period. To-day we are suffering from the effects of the Spanish-American war combined with the Boer war and the Russo-Japanese war.

I think the time is ripe for us as an organization to take a decided stand on this subject that touches us all so closely. The president has taken steps toward international arbitration that will go far toward bringing about world peace. Let us not lag behind. Let us stop, so far as we can, this horrid revival of the Civil War of half a century ago. Let us, like the sons of Mars, stand shoulder to shoulder and the schoolhouse shall conquer the army. Let us make peace picturesque and we shall make it popular. Our "School Peace League" should be re-enforced with a children's organization of "School Boy Friends" and "School Girl Friends" to take the place of the Boy Scouts and the King's Guards, with a uniform, not of kahki, of the soldier, but gay with the national tricolor and brilliant with gold, for peace is the gold of the world, and prosperity is her handmaiden.

We must honor peace heroes even as to-day war heroes are honored. Think of the great war organizations there are all over the country: Sons of the Revolution, Sons of the American Revolution, Daughters of the American Revolution, Daughters of 1812, Sons of the Colonial Wars, Colonial Dames; so warlike themselves that there is constant strife in many of these societies. We must organize the Sons and Daughters of Peace Heroes. What a wonderful roll of honor there is, bright with the names of Roger Williams, Eliot the great Indian preacher, Johnson, Edwards, Harvard, Yale, Eli Whitney, Elias Howe, Samuel Morse, Robert Fulton, Cyrus Field, Benjamin Franklin. It shall be the duty of this society to lift from obscurity the names of the benefactors of mankind, those who have made two grains of wheat grow where there was one before, to place with pomp and ceremony tablets upon their birthplaces, so that the honor roll of peace may become as long and as glittering as that of war.

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In the death of Charles H. Ames, secretary of D. C. Heath & Co., the publishing world has lost one of its most efficient and popular workers. Mr. Ames devoted his entire business career to the publication and distribution of good books. The educational influence of this man has been far-reaching and beneficent.

## ELEMENTARY SCHOOL AGRICULTURE

ERNEST B. BABCOCK

College of Agriculture, University of California

**D**URING the year that has passed since my first discussion of public school agriculture in the SIERRA EDUCATIONAL NEWS, the progress of California has been even greater than was anticipated. High school developments are described in a recent publication.\* In the grammar schools the teaching of agriculture is being introduced in many counties, but still too commonly on the textbook basis only. This seems even more apt to be the case among rural schools than in cities where the value of school gardens was earlier recognized. The rural schools are still charged with failing to fulfill their best mission because they do not seek to interest and instruct in rural pursuits. This is an indictment of the schools, not of teachers only or of trustees or superintendents. But it is generally conceded that the rural schools need to be modified in order that they may best serve the State.

The welfare of the community at large demands better agricultural practice now and hereafter. It is agreed that the rural schools offer the best means for presenting to the individual farmers of to-day, through their children, some of the fundamental principles of farming that are not now properly appreciated and observed by farmers. Moreover it is believed that, by means of instruction in gardening, nature-study and agriculture in both city and country schools, a growing sentiment in favor of country life and rural occupations will be generated. It is hoped that all teachers, trustees and superintendents will lend their influence without reserve to a movement now on foot which aims to make possible this study of gardening, nature-study and agriculture in the public schools.

During the present month a rural education conference will be held. Delegates from the entire State are to meet at the University Farm, Davis, to listen to reports on what is being done and to discuss ways and means for improving the instruction given to children and youth living in the country. This is a tremendously important matter and one in which all who read this page should be interested. The avowed purpose of the Davis convention is to arrive at some conclusions with

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\*"Development of Secondary School Agriculture in California," Circular 67, College of Agriculture, Berkeley.

respect to re-direction of our rural schools. It is generally assumed that this means the introduction of agriculture as a principal study. Certainly the time has come to provide vocational training, but many difficult problems must be solved before the public schools will all do this satisfactorily. However, the introduction of practical agriculture in our grammar schools, by means of garden and field practice as a working basis, seems more feasible than any other step thus far contemplated. But the proper presentation of agriculture in our grammar grades presupposes a satisfactory course in nature-study leading up to it through the primary grades. The Division of Agricultural Education of the College of Agriculture has prepared a general plan for such a course including grammar grade agriculture and showing how all the work should be based upon practical training in garden and field. This plan is based upon a policy, which, although now first published, has really been the working policy of the division for the past two years. I will first state this policy and then give the general plan for the course.

POLICY OF THE DIVISION OF AGRICULTURAL EDUCATION OF THE  
COLLEGE OF AGRICULTURE WITH REFERENCE TO  
ELEMENTARY SCHOOL AGRICULTURE

- I. To assist in the creation of a sentiment in favor of high ideals of country life.
  - (a) By leading pupils to appreciate the privileges and opportunities of country life through the illuminating guidance of the teacher.
  - (b) By increasing this appreciation through adding to the attractiveness of schools and homes, in both country and city.
  - (c) By arousing an interest in the work of plant and animal production through actual participation in it on the part of the pupils,—school gardening and experimental work.
  - (d) By engendering a respect for farming through realization of its importance to the individual and the community.
  - (e) By creating a sympathy with the problems and difficulties of the farmer through pupils' home experimental or competitive work.
- II. To assist in the training of future citizens.
  - (a) By readjustment of the elementary school curriculum in both country and city schools, so that nature-study and



agriculture, *based on gardening*, shall contribute their proper share in this training, no matter whether the individual eventually becomes a farmer or lawyer, no matter whether his later education is chiefly liberal or vocational.

(b) By the further readjustment of the educational system of the State so that vocational agriculture shall be taught in the grammar grades to such pupils as choose to study it, with the understanding that at least one-fourth of all such pupils' time shall be devoted to this study, and further that of the time given to this study at least one-half shall be spent in actual practical work in garden, field and other agricultural activities of importance in the locality, the remaining time to be devoted to classroom study of experiments, texts and references bearing on agriculture.

GENERAL PLAN FOR  
NATURE-STUDY                      GARDEN AND FIELD WORK

GRADES 1 AND 2

Observation of a wide range of natural objects and phenomena, selected as types.

Begin by watching older children and helping when possible. Then community plots for special purposes.

*Second Grade.* — Individual gardens with large seeded vegetables and flowers.

GRADE 3

Essentially "Home Geography" studied out of doors as much as possible. Local sources of food, clothing and building material and industries connected with production of those things. Birds, rodents, weather, etc., as related to these activities.

Community work — (1) The care and improvement of home and school premises, simple ideas of landscape art; (2) grow some of the food plants grown in locality.

Individual work—Smaller seeded vegetables, with emphasis on planting, thinning, transplanting and cultivation.

GRADE 4

Closely correlated with geography, with emphasis on the economic or commercial phases. Useful plants and animals, especially those produced in California, studied in a more detailed way than in lower grades, including crude operations

Community work — Culture of *typical* crop plants—wheats, barleys, oats, sugar beets, varieties of maize, flax, mulberry trees, etc.

Individual work — Raising of rarer vegetables for sale,—endive, cauliflower, kohlrabi, Brussels

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## ELEMENTARY SCHOOL AGRICULTURE

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of manufacture performed in school of such products as sugar, flour, corn meal, corn oil, rubber, crude fiber, etc. Visits to manufactories where man has perfected machinery for making these products.

sprouts, chard, salsify, etc. Establish market at or near school. Have a school bank. Correlate manual training, arithmetic and language. (In this and other grades see Circulars 46 and 62 of College of Agriculture, Berkeley.)

### GRADE 5

Intensify on tree and bird study. They go well together. Frequent excursions, if only to nearby streets and parks. Learn to recognize trees by bark, leaves, flowers, fruits, seeds. Collect seeds or seedlings for use in school garden or for exchange. Elementary forestry. Learn to recognize birds by appearance, habits, movements, songs or calls. Classify in various ways; keep diaries and make list of migratory birds, with dates. Observe food of birds and note relation to agriculture.

Experiment with germination of tree seeds—various sizes and kinds from eucalyptus to cocoanut. Apply knowledge gained to business of raising most desirable trees and shrubs for locality for use on school or home grounds, streets, parks or country roads. Make cheap but efficient guards and *care for trees after planting*. Make flats, stakes, shipping crates, etc. (See Circular 59, Agricultural College, Berkeley.) Start a nursery of fruit and nut trees for use next year in plant propagation.

### NATURE-STUDY—AGRICULTURE

### GARDEN AND FIELD WORK

### GRADE 6

Elementary experimental study of the plant—how it lives and grows; experiments suggested in "Elementary Agriculture," a Teachers' Manual to accompany Hilgard & Osterhout's "Agriculture for Schools of the Pacific Slope."

Plant propagation—Make and root all sorts of cuttings. Application of knowledge gained to *seedage and graftage*. Bud and graft fruit and nut trees planted previous year. Divide and plant offsets from old bulbs; if there are none, plant mature and young bulbs in variety and raise freesias, gladioli or lilies from seed. Each pupil choose some vegetable or flower to improve and begin work at school or home.

The work in the following grades should be optional for pupils, but offered in all schools containing these grades:

GRADE 7

AGRICULTURE

Study portions of Hilgard & Osterhout's text. Make excursions to various kinds of ranches. Organize an agricultural club. Choose a topic for general study such as poultry raising, orange growing, or whatever is of interest in the community. Have individual reports on plant improvement work, new inventions in agricultural machinery, plans for local, county or state fairs or contests among members.

GARDEN AND FIELD WORK

Gardens or field work at school and at home. If pupils have not had experience in gardening, some of the work suggested for grades 3, 4, 5 and 6 should come first.

At school, plot experiments with fertilizers, green manure plants, variety tests of crops grown in the locality and crop rotation. Continuation of plant improvement work begun year previous. Planting and care of fruit and nut trees propagated last year.

At home individual problems.

GRADE 8

AGRICULTURE

Complete Hilgard & Osterhout's text. Supplement with practical works and United States and Experiment Station publications.

GARDEN AND FIELD WORK

Continuation of fertilizer and crop rotation experiments. Orchard practice. Livestock husbandry. Farm engineering.

We have noted the need of redirection of the rural schools, stated a policy directed to this end, and outlined a teaching plan extending from the first grade through the eighth. It remains to suggest ways and means by which the introduction of this plan may be accomplished. A special sub-committee of the State Country Life Committee has prepared the following recommendations which will be presented to the Rural Education Conference:

ELEMENTARY SCHOOLS

I. Immediate recognition of nature-study and agriculture by County Boards of Education in three ways, as follows:

(a) During the years 1912 and 1913, adoption in all agricultural counties of a well organized course in nature-study and agriculture for all grades below the high school; the work of the grammar grades to be closely correlated with the leading agricultural industries of the region, and vocational in nature.

(b) The provision of county or district supervisors of nature-study and agriculture, who are to be paid by setting

aside a certain percentage of the income of each school district. Until a new State law makes it possible these supervisors can not be paid by counties out of unapportioned funds. They must be employed by agreement among the trustees of the several school districts interested.

(c) Provision for proper presentation of agriculture to teachers' institutes and county trustee conventions.

II. Increased attention to be paid to the preparation of teachers and supervisors of nature-study and agriculture by the State Normal schools and the University of California.

III. Legislation covering the following points:

(a) Beginning in 1914 make nature-study and agriculture required studies in primary and grammar grades, agriculture to be introduced not later than the fifth or sixth grade with vocational agriculture offered, but optional to the students in the seventh and eighth grades.

(b) Beginning in 1914 candidates for the county teacher's certificate to take examinations in nature study and agriculture.

(c) Provide for the division, not later than 1914, of all counties into districts for the supervision of vocational education, including agriculture, in the grammar grades. These districts should contain not more than fifty schools, preferably less.

(d) Beginning in 1914 provide State aid for any grammar school teaching vocational agriculture as was provided in the Weinstock Industrial Bill.

#### HIGH SCHOOLS

I. Provision for State aid to the extent of \$250 per annum for each department of agriculture established in connection with any free high school, providing that at least one year of agriculture be taught.

II. Provision for State aid to the extent of \$1,000 per annum for each county high school giving at least two years' instruction in agriculture.

III. Provision of \$500 per annum for the visitation, by a member of the division of Agricultural Education of the College of Agriculture, of each high school applying for State aid for teaching agriculture, providing that a report on each school is filed by said visitor with the State Superintendent of Public Instruction.

All the above recommendations are only details which must receive due consideration if our policy is to be carried out by actually introducing

the course above outlined. Some may obtain the notion that this is an attack upon the foundations of liberal education, but nothing is farther from our thought. In the first place none of the work proposed for primary grades may properly be called vocational. It is generally agreed that a first hand knowledge of nature is an indispensable part of a broad foundation for a liberal education. Moreover, while the vocational agriculture proposed for the grammar grades should prove invaluable to the future farmer, it may serve to supplement the other training of any citizen and will serve to make him more intelligent regarding the fundamental occupation of mankind. In this connection we may well read the conclusion to Dr. Snedden's excellent monograph, "The Problem of Vocational Education":

"The demand for vocational education under school conditions is a widespread one, and is rooted in the social and economic changes of the age. Rightly organized, vocational education will prove a profitable investment for society. The pedagogy of this education will differ widely from that evolved for liberal education and especially in respect to making practice, or participation in productive work, a fundamental element. Vocational education must be so conducted as to contribute to the making of the citizen, as well as the worker. In the course of the development of a progressive social economy, we may expect it to be made obligatory upon every individual to acquire a certain amount of vocational education, just as the present tendency of legislation is to prevent any one from remaining illiterate. Vocational education is not in conflict with liberal education, but is a supplemental form, and may be expected to reinforce it."

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Yes, clean yer house, an' clean yer shed,  
An' clean yer barn in ev'ry part;  
But brush the cobwebs from yer head,  
An' sweep the snowbanks from yer heart.  
Yes, w'en spring cleanin' comes around  
Bring forth the duster an' the broom,  
But rake yer foggy notions down,  
An' sweep yer dusty soul of gloom.

—Sam Walter Foss



## LETTER TO THE MEMBERS OF THE CALIFORNIA TEACHERS' ASSOCIATION—SOUTHERN SECTION

You are hereby notified that the annual meeting of our section of the California Teachers' Association will be held at Los Angeles, beginning on Wednesday evening, December 20, 1911, and continuing during the remainder of the week. Strong speakers have been secured, and a further announcement of the program will be made in the November issue of this journal.

We bespeak your loyal and enthusiastic support of the work of the Association. We hope that each of you will make arrangements to be present at the meetings. If you can not be present, we believe that you will at least renew your membership, and will induce all of your fellow teachers who are not members now to join.

At the annual meeting held last year the report of the Committee on Nominations was submitted, and it seems advisable that this report should be printed so that each member of the Association may understand the report. The report was unanimously adopted by the members present at the meeting. The report is as follows:

"LOS ANGELES, CALIFORNIA,  
"December 24, 1910.

"TO THE PRESIDENT AND MEMBERS OF THE SOUTHERN CALIFORNIA TEACHERS' ASSOCIATION:

"Ladies and Gentlemen:—The members of your Committee on the Nomination, Election and Tenure of Office of our Representatives in the California Council of Education, have earnestly and carefully considered the problem presented to them. The accompanying recommendations have been given much study in detail, and if adopted by this Association will, in the judgment of your committee, not only materially increase the membership but will promote a strong sentiment of unity and solidarity in the organization.

"The proposed plan of electing the members of the Nominating Committee, by the institutes, will bring every teacher in Southern California in close personal touch with the Association and the affiliation movement. We present for your consideration the following recommendations:

"1. That a Nominating Committee of nine members shall be named to consist of one delegate from the institute of Los Angeles City, and one from each county institute in Southern California.

"2. That the members of the Committee, with an alternate for each, shall be elected at the meeting of the annual institutes immediately preceding the election of members of the Council.

"3. That if for any reason the city of Los Angeles or any county fails to elect a member of the nominating committee in the manner pre-

scribed, the President of the Association shall, for that purpose, call a meeting of the teachers of the city or county failing to elect, on the second day of the annual meeting, but prior to the time fixed for the convening of the nominating committee.

"4. That the nominating committee shall meet on the second day of the annual meeting, time and place of such meeting to be designated by the President of the Association.

"5. That the nominating committee shall, at the annual business session of the Association, present for the approval or rejection of the members, a list of candidates, all of whom must be members of the Association, to act as our representatives in the California Council of Education.

"6. That the term of office of the members of the Council of Education shall be fixed at four years, provided that one-half of the number first elected shall retire by lot at the end of two years.

"Respectfully submitted by the Committee,

"DUNCAN MACKINNON, Chairman."

It was also directed by the Association that the Committee should prepare the necessary amendments to the Constitution for the purpose of putting this report of the Committee into effect. It had been hoped to have those amendments ready to print with the report of the Committee, but as they are not ready we shall probably be able to present them in the November issue of the journal.

Truly yours,

MARK KEPPEL, Recording Secretary.

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#### KITH AND KIN

"The small boy," said Robert Edeson, "is an invention of Satan. At least that is what my friend Jackson thinks. Poor Jack is the devoted slave of a fair damsel cursed with a strict father and an imp of a brother. The other night dad came into the parlor about 9:30 with a 'good night' expression on his face and tactfully asked what they had been talking about to keep them so interested so late.

" 'Oh,' said Jack, carelessly, 'we were discussing our kith and kin.' "

"Just then the imp's head popped from behind the piano.

" 'Yeth, dad,' he lisped exasperatingly, 'I heard 'em. He said "kin I kith you?" and she said, "you kin!" ' '—*Young's Magazine*.

## Gleanings

Supt. Jas. A. Barr of Stockton has resigned the position which he has filled for so many years with signal ability and success. His retirement is due partly to ill health and partly to the necessity of more time for private enterprises. Supt. Barr's marked business ability has placed him on easy street. He is recognized to-day as the greatest educational promoter not only in California but in the United States. He has done more than any other man in California to make our State known to the teachers and children of other States. Under his guidance the Stockton school system has been made one of the strongest and most progressive in California. School people everywhere will regret Supt. Barr's retirement.

Supt. Roy W. Cloud held the San Mateo county institute in the beautiful new union high school at San Mateo, Oct. 2-4. The program included helpful discussions of the work by several teachers in the county, and inspiring addresses from outside lecturers. Supt. Cloud made the institute a memorable one through the presentation of much fine music. The lecturers included Prof. Percy E. Davidson, H. L. Coggins, Hon. Loyal L. Wirt, Dr. Richard G. Boone, Dr. William F. Snow, Thos. E. Hayden, and Prof. C. E. Rugh.

Arthur H. Chamberlain is doing some very successful institute work in Arizona. He lectured recently before the county institutes of Cochise, Graham, Greenlee and Gila counties. Mr. Chamberlain is a national authority on industrial education.

The Napa county institute was held at Napa, October 2d-4th. Miss Margaret M. Melvin, the county superintendent, had a good program prepared. It was unique in presenting the same speaker twice at one session, with music between the two addresses. The lecturers were Fred Emerson Brooks, Miss Ednah A. Rich, Miss Agnes E. Howe, Miss Eva Levy, Miss Effie B. McFadden, Job Wood and W. G. Hartranft.

The San Jose normal opened on September 19th with an enrollment of 804. Sixteen second-year students asked for transfers to the new normal at Fresno. This school opens with an enrollment of 150. Thus the need for more normal schools is clearly and promptly shown.

Complaint is being made in many sections of the State over the failure of the State Printing Office to supply the dealers with books. The dealers are met with the explanation that the present investigation of the methods employed by the State Printer has caused delay in furnishing the necessary books. In view of the fact that this same complaint is made each year, the present explanation will hardly satisfy. But perhaps a poor excuse is better than none.



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Frank W. Thomas is the new principal of the Santa Monica high school. He comes to California from the University of Illinois where he has lately acted as principal of the Academy and Training High School in the University. He has also been a teacher in the University summer school.

The free public lectures for adults given under the direction of the San Francisco board of education are proving decidedly successful and profitable. The series for October follows: The Story of San Francisco—Mrs. Ella M. Sexton; Recent Excavations in Palestine—Edward A. Wicher; Shanghai and Its Vicinity—John Fryer; The Land of the Castanet—Henry Payot; The Pioneer Mother and Her Times—Mrs. Ella S. Mighels; Newcomers to America—Martin A. Meyer; The Sonata: Its Form and Meaning—Albert Elkus; Scenes in the South Seas—Almon E. Roth; San Francisco's Water Supply—Hermann Schussler; The Greatest Discovery in Electricity—A. L. Jordan; Our Southwest, the Land of Little Rain—Mrs. Mary Dickson; The Open-Air Life—W. C. Voorsanger, M. D.; Shakespeare's Romeo and Juliet—John D. Barry; Hugo's Hernani and the Literary Revolution—Edward J. Dupuy and Mlle Blanche Levielle; The Fur Seals of Behring Sea—G. A. Clark; Folk-Lore, Folk-Dance and Ballad—Mrs. Fred W. Stowell; Scenes in Three Continents—W. G. Hartranft.

President Benj. Ide Wheeler left on Oct. 14th to attend the meetings of the National Association of State Universities at Minneapolis, October 19-20, and of the Association of American Universities at Chicago, Oct. 26-27. President Wheeler will also lecture at several places en route.

The Santa Cruz county institute was held in Watsonville, Oct. 9-11. Supt. Champ S. Price called the institute in conjunction with the Watsonville Apple Annual, thereby giving the teachers an opportunity to see one of the most interesting exhibitions in California. The instructors from outside the county were Dr. Richard G. Boone, Dr. Margaret Schallenberger, Miss Alice Orne Hunt, and Herbert L. Coggins.

Supt. Dan H. White called the Solano county institute at Vallejo for Oct. 9-13. A singularly rich program was presented in which the teachers of the county participated rather more freely than in most counties. The lecturers and instructors from the outside included Hon. Joseph R. Knowland; Dr. J. W. Livingston, ex-President Wisconsin State Normal; Supt. Frank F. Bunker; Hon. L. L. Wirt, formerly Alaskan Commissioner of Education; D. R. Jones, of the San Francisco Normal; Dr. Lewis M. Terman, of Stanford; Frank A. Kent, of Stockton; Miss Elizabeth Keppie, of the Los Angeles Normal.





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Ansell S. Williams, principal of the Stockton high school, has been elected city superintendent to succeed Jas. A. Barr, resigned. Noel H. Garrison, supervising-principal of the Merced schools, will take Mr. Williams' place as principal of the high school.

The proposed action of the San Francisco board of education to open the Denman grammar school to boys as well as girls came as a surprise to many people who were not aware that San Francisco had a grammar school exclusively for girls. The claim made by Deputy Superintendent Heaton that many parents in San Francisco would not send their daughters to a mixed school was also a surprise. The schools all over the city will transfer girls to the Denman school in order to prevent its being opened to boys. Well, well! We thought co-education was a settled policy in California, especially so in grammar schools anyway.

A meeting of the State Textbook Committee was held in Sacramento on October 12th. It was unanimously decided to make no recommendations as to adoptions or contracts until after the report of the present senatorial committee on the investigation of textbooks, and the adjournment of the special session of the legislature. The State Printer was ordered to prepare copies of all present books sufficient to meet the needs of the schools for the fiscal year.

The student body of the San Mateo union high school has arranged the following lyceum course and entertainments for the coming months: Lecture by Senator Thomas P. Gore of Oklahoma, Oct. 23; The Strollers' Quartette, Nov. 22; lecture by Prof. Maynard Lee Daggy, Dec. 20; The Dudley Buck Company, Jan. 23.

Vallejo has just opened its first outdoor school building for pupils of primary grades.

San Diego is contemplating the establishment of a fully-equipped navigation school. Many San Diego boys would thus be enabled to learn shipbuilding and to fit themselves for positions as officers on sea-going vessels. The establishment of such schools in large seaports would seem to meet a genuine need.

One of the newest schools in California is the Venice Union Polytechnic High School. The school is installed in the Casino, pending the erection of a suitable building. This school starts out to do some big things educationally under the principalship of Cree T. Work, with several competent assistants. The paper by Mr. Work in this number will convince one that if the new school puts into practice the beliefs of its principal, we shall have a school at Venice that will help shape the educational thought of the State.

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Mills College has opened with an enrollment of 113. Of this number 59 are new students, coming from many different states and one from Japan. Of the 113 students only 4 are under eighteen years of age, and but 9 under nineteen. This makes a group of mature young women, bent on good work. There have been several changes in the faculty. Professor Kemp's death came as a personal loss to all who knew him. His classes are now under the direction of Cary T. Wright. Miss Signe Hagelthorne, whose work in the physical training courses for women in the summer session of the State university attracted such favorable comment, has resigned her directorship of the physical training department at Mills, to undertake the organization of the physical education courses for the intermediate schools of Los Angeles. She is succeeded at Mills by Miss Margaret Andrews, lately director of physical education in the Y. W. C. A. of Brooklyn. Other new teachers are: Miss Marion Boalt, History and Theory of Art, who comes from the faculty of Wells College in New York; Miss Mary P. Barnett, Latin and Greek, who comes from the faculty of Willamette University; and Miss Mary H. Cutler, who comes from Wheaton Seminary in Massachusetts. Mr. Uda Waldrop returns to the instructorship in organ music, after two years spent in foreign study and travel and in concert touring in this country.

The Siskiyou county institute was held at Yreka, Sept. 5-7. Supt. W. H. Parker's program included addresses by Hon. Loyal L. Wirt, Miss Ida M. Fisher, Mrs. Nettie S. Gaines and Mr. Job Wood.

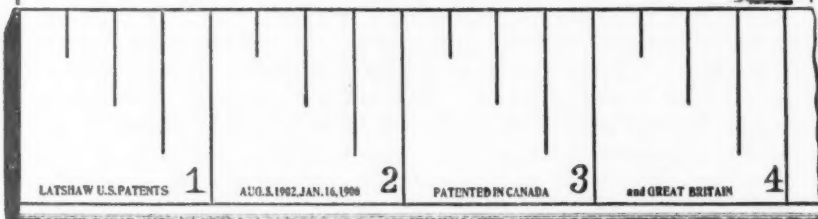
The annual meeting of the Bay Section of the California Teachers' Association will be held at Stockton, Dec. 26-29. The two leading speakers will be Miss Sarah Louise Arnold, the well-known author and lecturer, and Dr. Guy Potter Benton, president of the University of Vermont.

The Corning union high school district has voted bonds for \$46,000 to build and equip a modern high school building.

Mrs. Nettie B. Harris held the Modoc county institute at Alturas, Sept. 12-14. Miss Agnes E. Howe and H. A. Adrian were the outside lecturers. A profitable session was reported.

The San Diego normal has re-opened with the largest attendance in its history. One hundred new students are enrolled. A feature of the work in the training school will be the opportunity for pupils in the seventh and eighth grades to study Spanish. Evidently the argument as presented by Herbert Priestley in this number represents a growing belief.

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TEACHING POETRY IN THE GRADES. By Margaret W. Haliburton, Primary Supervisor, and Agnes C. Smith, Department of Literature and Reading, State Normal School, Farmville, Va. Cloth, 168 pages. Price, 60 cents. Houghton, Mifflin Co., Boston.

Here we have another of the Riverside Educational Monographs, and a stimulating book it is, too. The authors have certainly included a deal of surprisingly good method in small compass. Poems and study models based upon them for all eight grades make this book extremely valuable to the busy teacher. And the method worked out with the poems presented will stimulate teachers to do pioneer work for themselves with other poems.

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STEVENSON'S INLAND VOYAGE AND TRAVELS WITH A DONKEY. Edited by Gilbert Sykes Blakely, Department of English, Morris High School, New York City. Cloth, 303 pages. Price, 40 cents. American Book Company, 565 Market street, San Francisco.

This volume, the latest addition to the well known Gateway Series of English Texts, edited by Dr. Van Dyke, presents two of Stevenson's most interesting series of sketches, which are specified for reading in the College Entrance Requirements in English for 1913-1915. Mr. Blakely gives in the introduction a brief but adequate and accurate account of Stevenson's life. The appended notes are sufficient to explain difficulties and allusions and fine points. Simplicity, thoroughness, shortness and clearness distinguish the editor's work. A portrait of the author, and two maps are included in the volume.

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BARBARIAN AND NOBLE. By Marion F. Lansing. Cloth, 183 pages. Price, 40 cents. Ginn & Co., 717 Market street, San Francisco.

This book presents in a singularly attractive way the historical stories of the Middle Ages. The history dealing with the mediaeval world is always interesting to the young reader. This book begins with the Story of Drusus and comes on down the years with Alaric, Attila, Theodoric, Clovis, Charlemagne, Alfred, Rollo, Winfred, and Richard the Crusader. It is well adapted for use in sixth and seventh grades when pupils are interested in knowing "where Americans came from."

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ADDISON'S SIR ROGER DE COVERLEY PAPERS. Edited by Alexander S. Twombly. Cloth, 83 pages. Price, 25 cents. Silver, Burdett & Co., 565 Market street, San Francisco.

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THE TEACHER'S PRACTICAL PHILOSOPHY. By George Trumbull Ladd, D.D., LL.D., Ex-Professor of Mental and Moral Philosophy, Yale University. Cloth, 339 pp. Price, \$1.25, net; by mail, \$1.36. Funk & Wagnalls Company, New York City.

Professor Ladd, in this book, has emphasized the importance, to the teacher and to the cause of education, of the personal and moral elements in teaching. On the teacher himself depends, in large measure, the formation of the character of the men and women who in after years are to become the very backbone and sinew of the nation's life. He magnifies the office of the teachers, and shows wherein the highest development in character and profession is possible. It is a book every earnest teacher should own and ponder.

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FROM WESTERN CHINA TO THE GOLDEN GATE. By Roger Sprague. Cloth, 128 pages. Price, 85 cents, postpaid. Glessner-Morse Co., Berkeley, California.

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---

EVERYDAY ERRORS IN PRONUNCIATION, SPELLING, AND SPOKEN ENGLISH. By Gertrude Payne, Teacher of Reading and Public Speaking in the State Normal School, San Jose, California. Cloth, 48 pages. Price, 35 cents, postpaid, from the author.

This little book is more than a manual for the correction of slips. It evinces on every page its author's love for good, clean speech, and so it becomes artistic and beautiful. It will lead teachers and pupils to more careful speech through increased appreciation of the mother tongue rather than through a desire to avoid blunders. Seldom is a teacher able to put her spirit into her book as Miss Payne has done in this volume.

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MILNE'S FIRST YEAR ALGEBRA. By William J. Milne, Ph.D., LL.D., President New York State Normal College, Albany. Cloth, 321 pages. Price, 85 cents. American Book Company, 565 Market street, San Francisco.

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HISTORICAL READER FOR SCHOOLS. Compiled and edited by Horace L. Brittain and James G. Harris. Cloth, 12mo, 266 pages, with portraits. Price, 75 cents. American Book Company, 565 Market street, San Francisco.

A careful compilation of selections from the leading American orators, for use in the upper grammar grades and in high schools. Many of the extracts are admirably suited for declamation, while the book as a whole will be particularly useful for supplementary reading in history. The selections are presented in chronological order, and introduced by biographical notes. Footnotes explain all historical and literary allusions. Seventy-one different speakers and writers are represented in this volume, which offers, within the comprehension and interest of school children, the best utterances of the leading American orators from Washington to Roosevelt.



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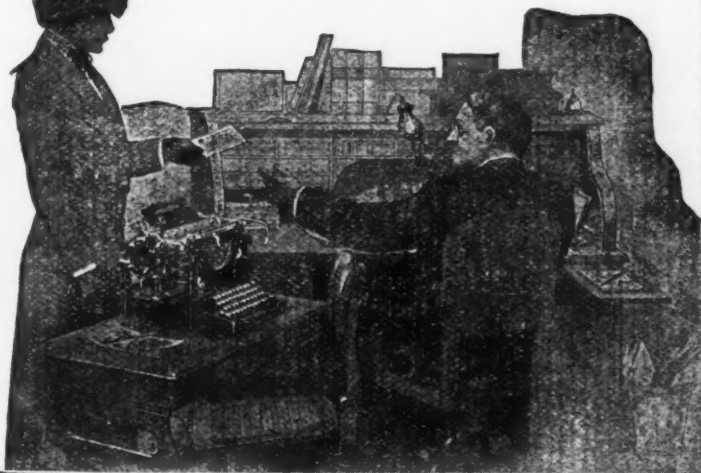
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